



School of Education
Master of Science in Education
Course Requirements/Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5061		Course Title Assessing Literacy	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

This course begins with an introduction to the basic elements of assessing literacy. Explore several areas of assessment related to core competencies in literacy including emergent literacy, oral reading and fluency, comprehension and strategic knowledge, and determining affective factors. Practice interpreting and evaluating a variety of literacy assessments. For the culminating activity, you will select a student who has been struggling with reading and develop a reading profile for this student.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master's degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

- McKenna, Michael C. & Stahl, Katherine A. Dougherty (2015). *Assessment for reading instruction* (3rd edition). New York, NY: The Guilford Press.
- Devries, Beverly A. (2015). *Literacy assessment & intervention for classroom teachers* (4th edition). Scottsdale, AZ: Holcomb Hathaway Publishers.

Required Reference:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.reading.org

Course Pre-requisites:

[EDAM 5060]: Foundations of Language and Literacy Acquisition

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes**Reading Specialist Program Outcomes (RSPO)**

1. The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.
2. The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
3. The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.
4. The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the

diverse needs of learners at a variety of instructional levels.

5. The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students' progress.
6. The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	PDE Certification Guidelines or Competencies	Evidence of Learning
1. Identify how the principles of a Standards Aligned System support data-based decision making for all learners, providing examples of indicators of student progress in reading, writing, speaking, and listening	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IA-6 IA-7 IIB-3 IID-1 SPED III-B SPED III-I	<ul style="list-style-type: none"> • SAS Essay
2. Identify different types of literacy assessments and purposes for each	ISLO 1,2, 5 SELO 1,2, GEPO 1,2 RSPO 1	SPED III-A #’s 1-3,5,6 (identification only) SPED III-B	<ul style="list-style-type: none"> • Chart of Literacy Assessments
3. Administer, analyze, and interpret a student’s level of performance on an emergent literacy assessment based on grade level standards and discuss the need for instructional interventions	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IIB-3 IID-1 IID-2 SPED II-E-1 SPED II-E-2 SPED IV-A ELL II-B-3	<ul style="list-style-type: none"> • Assessment Analysis #1 • Learning Log: Practice With Assessing Emergent Literacy
4. Administer, analyze, and interpret a student’s level of performance on a word recognition, a phonics, and a spelling assessment based on grade level standards and discuss the need for instructional interventions	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IIB-3 IID-1 IID-2 SPED IV-A ELL II-B-3	<ul style="list-style-type: none"> • Assessment Analysis #2 • Learning Log: Practice With Assessing Word Recognition, Phonics, and Spelling
5. Administer, analyze, and interpret a student’s level of performance on a running record and a miscue analysis assessment based on grade level standards and discuss the need for instructional interventions	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IIB-3 IID-1 IID-2 SPED III-A-3 SPED IV-A	<ul style="list-style-type: none"> • Assessment Analysis #3 • Learning Log: Practice With Assessing Fluency
6. Administer, analyze, and interpret a student’s level of performance on a comprehension and a strategic knowledge assessment based on grade level standards and discuss the need for instructional interventions	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IIB-3 IID-1 IID-2 SPED IV-A	<ul style="list-style-type: none"> • Assessment Analysis #4 • Learning Log: Practice With Assessing Comprehension and Strategic Knowledge
7. Compare and contrast student data from an interest inventory and an attitude survey identifying	ISLO 1-3, 5 SELO 1-3, 5,6,8 GEPO 1-3, 5	IIB-3 IID-1	<ul style="list-style-type: none"> • Assessment Analysis #5

gaps between the two assessments and discuss the need for instructional interventions	RSPO 1, 2, 5, 6		
8. Determine what accommodations are needed for an IEP student taking the PSSA and identify challenges in making the determination	ISLO 1-3 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 5	IID-4 SPED III-I SPED III-A-6	<ul style="list-style-type: none"> Written Reflection
9. Analyze a student's reading profile data identifying strengths and weaknesses in different skill areas in order to develop an instructional and progress monitoring plan for the student	ISLO 1-3 SELO 1-3, 5,6,8 GEPO 1-3, 5 RSPO 1, 2, 5, 6	IIB-3 IID-1 SPED III-A-2 SPED III-A-5 SPED III-G SPED IV-N	<ul style="list-style-type: none"> Clinical Report with Instructional and Progress Monitoring Plan

Related PA State Guidelines (Correlated to course objectives)

Reading Specialist Standards

I- Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

IA- Historical perspective, methodologies and theories of language and reading acquisition and development including:

IA-6: Alignment of the various goals, standards, instruction, and assessment

IA-7: Variety of goals, standards, instruction, and assessment

II- Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

IIB- Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

IIB-3: Addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking, and listening

IID- Selecting, developing and administering assessments that involve multiple indicators of students progress and maintain records of information including:

IID-1: Norm-references tests, criterion-referenced tests, formal and information inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress

IID-2: Communication with students about their strengths, areas needing improvement, and ways to achieve improvement

IID-4: Components and procedures adopted by the Pa. System of School Assessment (PSSA)

Special Education Standards

II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments

A. Cognitive – Delineate how individuals acquire and process information.

5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.

E. Language – Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.

1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.

2. Apply and teach skills of spoken language as a precursor of reading and academic development.

III. Assessments

A. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.

1. Authentic – A form of assessment in which, students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.

2. Screening- Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).

3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's; Running Records; GRADE; GMADE)

5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS)

6. Summative –Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova)

B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.

G. Create an instructional plan using assessment information related to individual student achievement.

I. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of the multiple indicators used in overall student evaluation.

IV. Literacy Development and Instruction in Core and Intervention Areas

A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.

N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.

ELL Standards

II. Applications for Pre-service Candidates

B. Assessment specific to ELL

3. Use assessment data to differentiate and modify instruction for optimal student learning.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

SAS Essay:

The learner will identify in an essay how the principles of a Standards Aligned System support data-based decision making for all learners, providing examples of indicators of student progress in reading, writing, speaking, and listening.

Chart of Literacy Assessments:

The learner will create a chart of literacy assessments identifying the type and purpose of each.

Assessment Analysis #1:

The learner will analyze and interpret a student's level of performance on an emergent literacy assessment based on grade level standards and discuss the need for instructional interventions in an analysis report.

Assessment Analysis #2:

The learner will analyze and interpret a student's level of performance on a word recognition, a phonics, and a spelling assessment based on grade level standards and discuss the need for instructional interventions in an analysis report.

Assessment Analysis #3:

The learner will analyze and interpret a student's level of performance on a running record and a miscue analysis based on grade level standards and discuss the need for instructional interventions in an analysis report.

Assessment Analysis #4:

The learner will analyze and interpret a student's level of performance on a comprehension and a strategic knowledge assessment based on grade level standards and discuss the need for instructional interventions in an analysis report.

Assessment Analysis #5:

The learner will compare and contrast student data from an interest inventory and an attitude survey identifying gaps between the two assessments and discussing the need for instructional interventions in an analysis report.

Written Reflection:

The learner will review the PSSA document, Accommodations Guidelines for Students with IEPs and Students with 504 Plans to determine what accommodations are needed for an IEP student taking the PSSA. The learner will provide a rationale for their selection of accommodations and identify challenges in determining accommodations in a written reflection

Clinical Report with Instructional and Progress Monitoring Plan:

The learner will analyze a student's reading profile data identifying strengths and weaknesses in different skill areas and discuss the need for instructional interventions in a clinical report with instructional and progress monitoring plan.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the instructor/facilitator. Note: if a wiki requires collaboration across the span of a unit, the instructor/facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Online Discussions:

Throughout the course, learners will engage in an online discussion with their course colleagues in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

UNIT 1 ASSESSMENTS

TOPIC: INTRODUCTORY ACTIVITIES

Assessment: SAS Essay

Scoring Level	SAS Essay
	<ul style="list-style-type: none">• A description of the principles of PDE’s Standards Aligned System• An explanation of how the principles support data-based decision making for all learners• A discussion of how to determine whether or not a student is making progress in reading, writing, speaking, and listening.• Provide one example indicator of student progress for each area: reading, writing, speaking, listening
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner’s essay includes: <ul style="list-style-type: none">• A description of the principles of PDE’s Standards Aligned System• An explanation of how the principles support data-based decision making for all learners• A discussion of how to determine whether or not a student is making progress in reading, writing, speaking, and listening.• One example indicator of student progress for each area: reading, writing, speaking, listening
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner’s essay includes: <ul style="list-style-type: none">• A partial description of the principles of PDE’s Standards Aligned System• A limited explanation of how the principles support data-based decision making for all learners• A discussion of how to determine whether or not a student is making progress in some but not all of the following areas: reading, writing, speaking, and listening.• One example indicator of student progress for some but not all of the following areas: reading, writing, speaking, and listening. Or, the examples demonstrate evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner’s essay includes: <ul style="list-style-type: none">• A description of the principles of PDE’s Standards Aligned System• An explanation of how the principles support data-based decision making for all learners• A discussion of how to determine whether or not a student is making progress in reading, writing, speaking, and listening.• One example indicator of student progress for each area: reading, writing,

	speaking, listening
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 2 ASSESSMENTS

TOPIC: ASSESSING LITERACY OVERVIEW

Assessment: Chart of Literacy Assessments

Scoring Level	Chart of Literacy Assessments
	<ul style="list-style-type: none">• A description and purpose of each type of assessment, in your own words• Identify two assessments examples used by your school/building/district for the following grade spans: K-5, 6-8, 9-12 for each assessment type
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's chart presents: <ul style="list-style-type: none">• A description and purpose of each type of assessment, in his/her own words• Two assessments used by the school/building/district for the following grade spans: K-5, 6-8, 9-12 for each assessment type
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's chart presents: <ul style="list-style-type: none">• A partial description and purpose of each type of assessment, in his/her own words• Two or less assessments used by the school/building/district for some but not all of the following grade spans: K-5, 6-8, 9-12 for each assessment type. Or, examples are incorrect.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's chart presents: <ul style="list-style-type: none">• A description and purpose of each type of assessment, in his/her own words• Two assessments used by the school/building/district for the following grade spans: K-5, 6-8, 9-12 for each assessment type
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

Note: This will be used as a holistic rubric.

UNIT 3 ASSESSMENTS

TOPIC: EMERGENT LITERACY

Assessment: Assessment Analysis #1

Scoring Level	Assessment Analysis #1
	<ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Include the score(s), if applicable. • Recommendations for instructional interventions that could be used to address each area of need. Provide a rationale for your choice(s). Include at least one intervention per area of need. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An incomplete analysis of the student’s performance on the assessments. Or, the analysis does not address grade level standards. • Recommendations for instructional interventions that could be used to address some but not all areas of need. Rationales are missing for some recommendations. Or, recommendations and rationales demonstrate evidence of misunderstanding. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student is either limited or missing.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s assessment analysis presents:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.

.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 4 ASSESSMENTS

TOPIC: SPELLING

Assessment: Assessment Analysis #2

Scoring Level	Assessment Analysis #2
	<ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Include the score(s), if applicable. • A discussion of how the results on the spelling assessment compare to the results on the phonics assessment and implications for instructional interventions. • Recommendations for instructional interventions that could be used to address each area of need. Provide a rationale for your choice(s). Include at least one intervention per area of need. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of how the results on the spelling assessment compare to the results on the phonics assessment and implications for instructional interventions. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An incomplete analysis of the student’s performance on the assessments. Or, the analysis does not address grade level standards. • A limited discussion of how the results on the spelling assessment compare to the results on the phonics assessment and implications for instructional interventions. Or, the discussion demonstrates evidence of misunderstanding. • Recommendations for instructional interventions that could be used to address some but not all areas of need. Rationales are missing for some recommendations. Or, recommendations and rationales demonstrate evidence of misunderstanding. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student is either limited or missing.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

1	<p>With help, the learner's essay presents:</p> <ul style="list-style-type: none"> • An analysis of the student's performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of how the results on the spelling assessment compare to the results on the phonics assessment and implications for instructional interventions. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation. • A description of how the instructional interventions should be modified to accommodate the ELL needs of the student.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 5 ASSESSMENTS

TOPIC: FLUENCY AND VOCABULARY

Assessment: Assessment Analysis #3

Scoring Level	Assessment Analysis #3
	<ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Include the score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • Recommendations for instructional interventions that could be used to address each area of need. Provide a rationale for your choice(s). Include at least one intervention per area of need.
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An incomplete analysis of the student’s performance on the assessments. Or, the analysis does not address grade level standards. • A limited discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • Recommendations for instructional interventions that could be used to address some but not all areas of need. Rationales are missing for some recommendations. Or, recommendations and rationales demonstrate evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation.

.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: COMPREHENSION AND STRATEGIC KNOWLEDGE

Assessment: Assessment Analysis #4

Scoring Level	Assessment Analysis #4
	<ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Include the score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • Recommendations for instructional interventions that could be used to address each area of need. Provide a rationale for your choice(s). Include at least one intervention per area of need.
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An incomplete analysis of the student’s performance on the assessments. Or, the analysis does not address grade level standards. • A limited discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • Recommendations for instructional interventions that could be used to address some but not all areas of need. Rationales are missing for some recommendations. Or, recommendations and rationales demonstrate evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the student’s performance on the assessments based on grade level standards. Score(s), if applicable. • A discussion of discrepancies, if any, between the assessments and the implications on instructional decision-making. • At least one recommendation for instructional interventions that could be used to address each area of need. A rationale for each recommendation.
.5	With help, partial success at score 2.0 content but not at score 3.0 content

0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 6 ASSESSMENTS

TOPIC: AFFECTIVE FACTORS

Assessment: Assessment Analysis #5

Scoring Level	Assessment Analysis #5
	<ul style="list-style-type: none"> • An analysis of the interest inventory and the attitude survey. • A comparison of the student’s response on both assessments, identifying gaps, if any, and implications for instructional decision-making. • At least two recommendations for strategic instructional decisions the teacher could make in response to awareness/knowledge of the student’s interests and attitudes toward reading and his performance on the fluency and comprehension assessments from Unit 5. Provide a rationale for your recommendation(s).
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the interest inventory and the attitude survey. • A comparison of the student’s response on both assessments, identifying gaps, if any, and implications for instructional decision-making. • At least two recommendations for strategic instructional decisions the teacher could make in response to awareness/knowledge of the student’s interests and attitudes toward reading and his performance on the fluency and comprehension assessments from Unit 5. A rationale for each recommendation.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An incomplete analysis of the interest inventory and the attitude survey. • A limited comparison of the student’s response on both assessments, identifying gaps, if any, and implications for instructional decision-making. Or, implications are missing or demonstrate evidence of misunderstanding. • Two or less recommendations for strategic instructional decisions the teacher could make in response to awareness/knowledge of the student’s interests and attitudes toward reading and his performance on the fluency and comprehension assessments from Unit 5. Rationales for recommendations are either missing or demonstrate evidence of misunderstanding.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s assessment analysis includes:</p> <ul style="list-style-type: none"> • An analysis of the interest inventory and the attitude survey. • A comparison of the student’s response on both assessments, identifying gaps, if any, and implications for instructional decision-making. • At least two recommendations for strategic instructional decisions the teacher

	could make in response to awareness/knowledge of the student's interests and attitudes toward reading and his performance on the fluency and comprehension assessments from Unit 5. A rationale for each recommendation.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 7 ASSESSMENTS

TOPIC: ACCOMMODATIONS AND MODIFICATIONS

Assessment: Written Reflection

Scoring Level	Written Reflection
	<ul style="list-style-type: none"> • A description of the accommodations determined to be needed for the IEP student when taking the PSSA. Rationales provided for each accommodation. • An explanation of the challenges faced in making the determination • A discussion of the different types of information that need to be considered to determine appropriate accommodations
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner’s written reflection includes: <ul style="list-style-type: none"> • A description of the accommodations determined to be needed for the IEP student when taking the PSSA. Rationales provided for each accommodation. • An explanation of the challenges faced in making the determination • A discussion of the different types of information that need to be considered to determine appropriate accommodations
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner’s written reflection includes: <ul style="list-style-type: none"> • A list of recommended accommodations for the IEP student when taking the PSSA. Rationales are missing or demonstrate evidence of misunderstanding • A limited description of the challenges faced in making the determination • A partial discussion of the different types of information that need to be considered to determine appropriate accommodations
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner’s written reflection includes: <ul style="list-style-type: none"> • An explanation including a rationale for the accommodations you’ve determined would be needed for the IEP student when taking the PSSA • A description of the challenges faced in making the determination • A discussion of the different types of information that need to be considered to determine appropriate accommodations
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

TOPIC: CULMINATING ACTIVITY

Assessment: Clinical Report with Instructional and Progress Monitoring Plan

Scoring Level	Clinical Report with Instructional and Progress Monitoring Plan
	<ul style="list-style-type: none"> • A description of the student’s strengths and weaknesses in different skill areas, citing evidence from the reading profile • An instructional intervention plan to address the student’s needs • A plan for monitoring the student’s progress across the demonstrated areas of need including assessments that will be used to determine whether the instructional interventions are effective
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s report includes:</p> <ul style="list-style-type: none"> • A description of the student’s strengths and weaknesses in different skill areas, citing evidence from the reading profile • An instructional intervention plan to address the student’s needs • A plan for monitoring the student’s progress across the demonstrated areas of need including assessments that will be used to determine whether the instructional interventions are effective
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s report includes:</p> <ul style="list-style-type: none"> • A partial description of the student’s strengths and weaknesses in different skill areas, citing limited evidence from the reading profile. Or, the description demonstrates evidence of misunderstanding. • A limited or incomplete instructional intervention plan to address the student’s needs • A limited or incomplete evaluation plan for monitoring the student’s progress across the demonstrated areas of need
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s report includes:</p> <ul style="list-style-type: none"> • A description of the student’s strengths and weaknesses in different skill areas, citing evidence from the reading profile • An instructional intervention plan to address the student’s needs • A plan for monitoring the student’s progress across the demonstrated areas of need including assessments that will be used to determine whether the instructional interventions are effective
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Learning Logs/Wikis:

Scoring Level	Learning Log/Wiki Entries Scoring Criteria
	<ul style="list-style-type: none"> • Completeness • Understanding of Course Content • Application of Course Content
4	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates definite and appropriate application of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates clear application of course concepts
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<ul style="list-style-type: none"> • Completes some aspects of the activity • Entry demonstrates a limited understanding or misunderstanding of course concepts • Entry demonstrates limited evidence of application of course concepts
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, <ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a clear understanding of course concepts • Entry demonstrates clear application of course concepts
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Online Discussions

Scoring Level	Online Discussions Scoring Criteria
	Responds with thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Online response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	Online response indicates thoughtful ideas or suggestions to the initial posting and other group members' postings
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, online response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: SAS Essay	0-4	5%
Objective 2: Chart of Literacy Assessments	0-4	5%
Objective 3: Assessment Analysis #1, Learning Log: Practice with Assessing Emergent Literacy	0-4	15%
Objective 4: Assessment Analysis #2, Learning Log: Practice with Assessing Word Recognition, Phonics, and Spelling	0-4	15%
Objective 5: Assessment Analysis #3, Learning Log: Practice with Assessing Fluency	0-4	15%
Objective 6: Assessment Analysis #4, Learning Log: Practice with Assessing Comprehension	0-4	15%
Objective 7: Assessment Analysis #5	0-4	5%
Objective 8: Clinical Report with Instructional and Progress Monitoring Plan	0-4	5%
Learning Logs/Wikis	0-4	5%
Discussions	0-4	5%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles

promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. The National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format.

Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) for Reading with a Pennsylvania Reading Specialist Certificate offered by the National Institute for Professional Practice and Wilkes University. One of the primary purposes of this program is to provide graduate candidates with practice in assessing students' literacy skills.

All candidates in this program are required to administer, evaluate, and interpret a variety of literacy assessments. Although your child's performance will be evaluated, his/her name will not appear on any material that may be submitted. For research and instructional purposes, the assessment results will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University. The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Candidate Signature)

STUDENT RELEASE FORM

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding allowing my child to participate in literacy assessments. I understand that my child's performance on the assessments will be evaluated for course purposes; however, my child's name will not appear on any material that may be submitted. I understand my child's assessments will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for my child to participate in literacy assessments
- I DO NOT** give permission for my child to participate in literacy assessments

Name of Parent/Legal Guardian: _____
Print)

Signature of Parent/Legal Guardian: _____
(Signature)

Date: _____

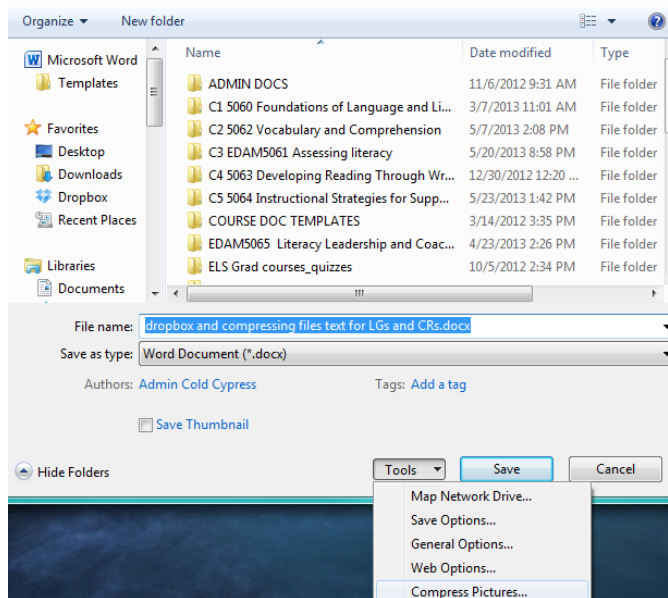
Compressing All Pictures in Word

Image files can drastically increase the file size of your document. It is always better to use the “Insert Picture” feature in Word rather than copying and pasting an image file into your document. Avoid saving graphic files as .bmp, which creates larger graphic files. Instead, save files as either .png or .jpg. When compressing pictures their quality may be reduced as you will notice in the screen grabs below. This should only be a concern if you are submitting images that need to be reviewed in fine detail or where text in the image must be read clearly. This is generally not the case for any images submitted in the Reading Specialist courses. However, when you upload the compressed version of your document into the course LMS you may want to send your facilitator a note asking them to confirm if the document is legible.

For Word 2003, 2007, and 2010 Users

To compress all the pictures in your document follow these steps:

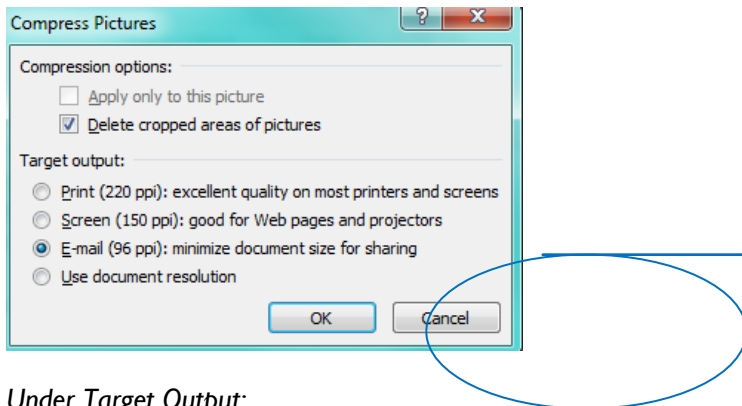
1. Click “File” on the top menu bar
2. Click “Save As”. If you want to keep a copy of the original document with the larger image files then you will need to slightly modify the existing file name. For example: existing file is “compression test.doc”, consider changing it to “compression test **I**.doc”. The yellow highlight shows the modification made to the file name. Remember to upload the correct document to the course LMS/or Dropbox. If you prefer, you may use the same name and the compressed document will take the place of the larger file sized document.
3. Click “Tools”, next to the “Save” button at the bottom of the window.
4. Select “Compress Pictures”



From the Compress Pictures dialog box:

Under Compression Options:

1. Select “Delete cropped areas of pictures”
2. **Don’t select** “apply only to this picture”



Under Target Output:

1. Select “Email (96dpi) minimize document size for sharing”
2. Click “OK”
3. Click “Save” in the “Save As” dialog box.
4. Upload your document in the course LMS.



Dropbox Instructions

**If you already have a Dropbox account, please skip this section and move to the Uploading to Dropbox section.*

Create a Dropbox Account

1. Visit www.dropbox.com and download the FREE version of Dropbox.
2. After downloading, you will be prompted to create an account.
3. Create a FREE account. You are not required to buy space on Dropbox.
4. Follow the prompts in order to complete the download.
5. Dropbox will install an icon on your desktop that looks like an open box.
6. Write down your username and password and keep in a safe place. The National Institute will NOT be able to provide you with this information if it is lost.

Uploading to Dropbox

1. Right click the Dropbox icon on your desktop and click **Launch Dropbox Website**. Or, go to www.dropbox.com and sign-in to your account.
2. Create a new folder by clicking the icon that looks like a folder with a green plus sign located at the top of the page. 
3. Name this folder: Course code_ Last name. For example, **5004_Smith**. (5004 is just a sample, please use the code for the course you are currently taking)
4. Save your document/file in this folder by clicking the icon that looks like a document with an upward arrow located at the top of the page. 
5. Select **Choose Files**.
6. Find your document/file and click **Open**. Depending on your file size, it may take up to 30 minutes to sync your file to the Dropbox website. You will know it has finished syncing when the blue circle turns to a green checkmark.
7. Click the **Done** button.

8. From the Dropbox home page click on the icon that looks like a folder with a rainbow on it located at the top of the page. (Note you may receive a message to verify your email address. If so, follow the instructions.)



9. Select the **I'd like to share an existing folder** option.

10. Select the folder with your course code and file name and click **Next**.

11. Enter **both** your facilitator's email address and the email address of the National Institute's Admissions Representative (**smitchell@professionalpractice.org**) to invite them to view your file.

12. In the message field, include a message stating that you have uploaded your document/file; include the name of the assessment/activity to which the file is associated.

13. Click the **Share Folder** button.

14. Once your facilitator and the Admissions Representative at the National Institute have accepted this invitation, you will receive notification in the email account you provided to Dropbox.

Note: You do not need to create a new folder each time you upload a file for the same course. Instead, on subsequent uploads, log into Dropbox and begin at step 4.

Dropbox help center: <https://www.dropbox.com/help>